

IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goals:	Kindergarten	Grade 1-2	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-12
Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.	K.PE.1.1.1 Demonstrate progress toward the mature form of selected locomotor, non-locomotor and manipulative patterns.	1-2.PE.1.1.1 Demonstrate and identify mature forms of a variety of locomotor, non-locomotor and manipulative patterns with control.	3-4.PE.1.1.1 Demonstrate refined fundamental patterns.	5-6.PE.1.1.1 Demonstrate mature form in all locomotor patterns, non-locomotor and basic manipulative patterns.	7-8.PE.1.1.1 Demonstrate increasing competence and strategies in more specialized skills and in invasion, wall/net, fielding/striking, and target games through the use of modified games.	9-12.PE.1.1.1 Demonstrate a competent skill level in three individual activities (e.g., dance, aquatics, gymnastics, golf, archery, skiing, in-line skating, backpacking, bicycling, disc golf, weight training, bowling).
	K.PE.1.1.2 Identify movements using concepts of body and space awareness, effort, and relationships, (directionality, kinesthetic and temporal awareness).	1-2.PE.1.1.2 Demonstrate movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).	3-4.PE.1.1.2 Demonstrate and identify movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).	5-6.PE.1.1.2 Demonstrate a variety of skills in complex situations of selected movement forms.	7-8.PE.1.1.2 Adapt and combine skills to meet the demands of increasingly complex situations.	9-12.PE.1.1.2 Demonstrate a competent skill level in two dual sports (e.g., tennis, badminton, pickleball, table tennis, racquetball, handball).
		1-2.PE.1.1.3 Demonstrates a combination of movements.	3-4.PE.1.1.3 Demonstrate skillful combinations of movements in complex environments.	5-6.PE.1.1.3 Demonstrate beginning strategies for invasion, wall/net, fielding/striking and target games.	7-8.PE.1.1.3 Use basic offensive and defensive strategies in a modified version of a team sport and individual sport	9-12.PE.1.1.3 Demonstrate a competent skill level in two team-related activities (e.g., soccer, softball, basketball, floor or field hockey, volleyball).
			3-4.PE.1.1.4 Demonstrate some specialized skills.		7-8.PE.1.1.4 Display competence in a variety of rhythms and dance forms.	
					7-8.PE.1.1.5 Display competence in basic skills to participate in outdoor pursuits.	

Standard 2: Movement Knowledge

Goals:	Kindergarten	Grade 1-2	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-12
Goal 2.1: Demonstrate understanding movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	K.PE.2.1.1 Identify vocabulary of basic movement concepts.	1-2.PE.2.1.1 Identify basic movement concepts that vary the performance of movement.	3-4.PE.2.1.1 Apply critical elements to improve performance of movement in single and complex movement situations.	5-6.PE.2.1.1 Apply concepts, conditioning and practice principles to improve performance in specific settings and situations.	7-8.PE.2.1.1 Describe training and conditioning principles for specific physical activities.	9-12.PE.2.1.1 Know and understand pertinent scientifically based information regarding movement performance.
	K.PE.2.1.2 Identify fundamental movement patterns.	1-2.PE.2.1.2 Improve performance by varying quality of movement.	3-4.PE.2.1.2 Use critical elements to improve others’ performance of movement.	5-6.PE.2.1.2 Transfer information between skills.	7-8.PE.2.1.2 Identify the critical elements of movement concepts as they relate to performance.	9-12.PE.2.1.2 Apply advanced movement-specific information to physical activity.
	K.PE.2.1.3 Identify simple biomechanical principles.		3-4.PE.2.1.3 Identify and understand that appropriate practice improves performance.	5-6.PE.2.1.3 Identify and utilizes offensive and defensive strategies in different settings and situations.	7-8.PE.2.1.3 Explain and demonstrate game strategies for invasion, wall/net, fielding/striking, and target games.	9-12.PE.2.1.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills.
					7-8.PE.2.1.4 Observe and identify characteristics of highly skilled performance that enable success in an activity.	

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Standard 3: Physically Active Lifestyle

Goals:	Kindergarten	Grade 1-2	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-12
Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	K.PE.3.1.1 Participate daily in moderate to vigorous physical activity. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)	1-2.PE.3.1.1 Participate daily in moderate to vigorous physical activity during and outside of class. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)	3-4.PE.3.1.1 Choose to participate daily in physical activities for the purpose of improving skill and health. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)	5-6.PE.3.1.1 Participate daily in physical activities in and out of class to gain more control over the decisions affecting their everyday living. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)	7-8.PE.3.1.1 Participate in daily physical activities to enhance self-confidence by accomplishing personal goals.	9-12.PE.3.1.1 Participate daily in physical activity both in and out of school settings.
	K.PE.3.1.2 Explore and participate in health enhancing physical activities.	1-2.PE.3.1.2 Explore and participate in health enhancing physical activities.	3-4.PE.3.1.2 Identify moderate to vigorous activities that provide personal/social pleasure, self-expression and challenge.	5-6.PE.3.1.2 Recognize physical activity as a positive opportunity for social and group interaction.	7-8.PE.3.1.2 Explore a variety of new and challenging physical activities for personal interest, self-expression and social interaction in and out of the physical education class	9-12.PE.3.1.2 Analyze the personal benefits that result from participating in physical activity, both as individuals and with others.
	K.PE.3.1.3 Express feelings about participation in physical activity.	1-2.PE.3.1.3 Express feelings about participation during physical activity.	3-4.PE.3.1.3 Identify activities that you can participate in associated with each component of health related activities.	5-6.PE.3.1.3 Seek personally challenging experiences in physical activity.	7-8.PE.3.1.3 Establish personal physical activity goals that meet individual needs and enhance personal enjoyment.	9-12.PE.3.1.3 Analyze factors that influence personal physical activity patterns throughout life.
		1-2.PE.3.1.4 Define one activity associated with each component of health-related fitness.		5-6.PE.3.1.4 Monitor and assess time spent in physical activities.		

Standard 4: Personal Fitness

Goals:	Kindergarten	Grade 1-2	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-12
Goal 4.1: Achieve and maintain a health enhancing level of fitness.	K.PE.4.1.1 Participate and sustain a moderate or vigorous level of activity.	1-2.PE.4.1.1 Participate and sustain moderate or vigorous activity.	3-4.PE.4.1.1 Identify and engage in several activities related to improving each component of physical fitness.	5-6.PE.4.1.1 Participate in and monitor moderate to vigorous physical activity in a variety of settings.	7-8.PE.4.1.1 Demonstrate health-related fitness by improving, meeting and/or sustaining gender and age-related fitness standards as defined by approved tests.	9-12.PE.4.1.1 Demonstrate health-related fitness by improving, meeting and/or sustaining gender and age-related fitness standards as defined by approved tests.
	K.PE.4.1.2 Identify the physiological signs associated with physical activity.	1-2.PE.4.1.2 Identify the physiological signs associated with physical activity.	3-4.PE.4.1.2 Associate results of fitness testing to personal health status and ability to perform various activities.	5-6.PE.4.1.2 Modify strategies to achieve personal fitness goals.	7-8.PE.4.1.2 Participate in a variety of health-related fitness activities in and out of physical education.	9-12.PE.4.1.2 Develop an appropriate physical fitness program, and apply appropriate technology to achieve and maintain physical fitness.
	K.PE.4.1.3 Identify other activities that increase heart rate.	1-2.PE.4.1.3 Know the components of health-related fitness.	3-4.PE.4.1.3 Set and achieve personal fitness goals.	5-6.PE.4.1.3 Work independently with minimal supervision to achieve personal fitness goals.	7-8.PE.4.1.3 Assess physiological indicators of exercise during and after physical activity.	9-12.PE.4.1.3 Demonstrate an understanding that physical fitness is a part of a lifelong wellness program.
					7-8.PE.4.1.4 Apply basic principles of training to improve physical fitness goals.	

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Standard 5: Personal and Social Responsibility

Goals:	Kindergarten	Grade 1-2	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-12
Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.	K.PE.5.1.1 Apply teachers’ rules, procedures and safe practices with teacher reinforcement.	1-2.PE.5.1.1 Apply teacher rules, procedures and safe practices with little or no reinforcement.	3-4.PE.5.1.1 Apply teacher rules, procedures and safe practices with little or no reinforcement.	5-6.PE.5.1.1 Take personal responsibility for adhering to rules, procedures, safe practices, and appropriate use of time.	7-8.PE.5.1.1 Apply safety procedures when participating in all physical activities.	9-12.PE.5.1.1 Initiate independent and responsible personal behavior in physical activity settings.
	K.PE.5.1.2 Share space and equipment with others.	1-2.PE.5.1.2 Work cooperatively with a partner to complete tasks.	3-4.PE.5.1.2 Work independently and on task for short periods of time.	5-6.PE.5.1.2 Work cooperatively in competitive and non-competitive activities.	7-8.PE.5.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice.	9-12.PE.5.1.2 Accept the responsibility for taking a leadership role and willingly follow, as appropriate, in order to accomplish group goals.
	K.PE.5.1.3 Cooperate with others.	1-2.PE.5.1.3 Exhibit self-control in movement.	3-4.PE.5.1.3 Work cooperatively in a small group to complete tasks.	5-6.PE.5.1.3 Respect and recognize the uniqueness and differences of oneself and others.	7-8.PE.5.1.3 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.	9-12.PE.5.1.3 Develop strategies for including persons of diverse backgrounds and abilities in physical activity setting.
		1-2.PE.5.1.4 Recognize and support differences.	3-4.PE.5.1.4 Recognize and support differences in self and others.		7-8.PE.5.1.4 Willingly join others of diverse characteristics and backgrounds during physical activity.	
			3-4.PE.5.1.5 Participate in games, activities and dances from other cultures.		7-8.PE.5.1.5 Recognize the role of sport, games and dance in modern culture.	
			3-4.PE.5.1.6 Demonstrate appropriate problem solving strategies.			